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ABSTRACT

A follow-up study was conducted of graduates of the Masters of Adult Education degree program of the University of the District of Columbia to ascertain their present status and how they feel about their graduate experience. Information obtained by a mailed questionnaire from 205 of the 367 persons who graduated from 1969 through 1979 included the graduates' demographic characteristics, their current employment, their additional educational activities and plans, and how they rated the overall aspects of the adult education program. The respondents were nearly equally divided between men and women, most black, a majority married, their average age 43 years, and a majority concentrated in the area of administration and supervision. Eighty-six percent of the graduates felt that they had achieved their goal for attending the University, which was either (1) preparation for getting an adult education job or entering a new field; or (2) updating or improving skills for a job held at the time. Most of the graduates are employed full time, with 54 percent in educational occupations, and 31 percent in professional, technical, and managerial occupations. Since completing their Masters degree, 10 percent of the respondents have completed an additonal degree, 17 percent are working toward an additional degree, and 43 percent will probably pursue another degree in the future; 60 percent of the respondents indicated interest in pursuing a doctoral degree in adult education if it is offered at the University. Respondents rated the program very high, making few suggestions for changes, although some individual suggestions for courses were made. Tables of data are included in the narrative, and the questionnaire is appended. (KC)

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1980
FOLLOW-UP STUDY
OF THE
GRADUATES OF THE DEPARTMENT OF ADULT EDUCATION
OF THE UNIVERSITY OF THE DISTRICT OF COLUMBIA

BY

LOREN F. GOYEN

APRIL, 1981

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INTRODUCTION

The Department of Adult Education of Federal City College, now the University of the District of Columbia, was established in the Spring of 1969. It was first proposed as a staff development program for the faculty and staff of the Adult Education Demonstration Center of the District of Columbia Public Schools. The Demonstration Center was an adult basic education project funded by the Office of Education through the D. C. Public Schools. As it developed the Department of Adult Education was designed to train urban adult educators, not only teachers of basic adult education but also for administrators, supervisors, staff developers, curriculum designers, and others.

At the end of the Fall Semester of 1979, 367 students had received the Master of Arts degree in adult education from the Department of Adult Education.

Until now, only one effort has been made to conduct a follow-up study of the graduates from the Depart-

ment of Adult Education. It was conducted by Jeanne E. Lea in 1975.[1] The study compared the characteristics of the non-degree and degree students who graduated from the program. It included 130 students who graduated between June, 1970 and June, 1974.

This present study is part of a continuing effort to obtain information that will aid in improving the adult education program at the University of the District of Columbia. It is recognized that those who have graduated with a Master of Arts degree in adult education are in a most valuable position to provide feedback concerning their graduate experience at the University of the District of Columbia (or Federal City College).

Information obtained from graduates can be used for:

1. academic planning
2. accountability
3. resource allocations
4. institutional self-study for accreditation

This study is designed primarily to assist the faculty of the Department of Adult Education in assessing the effectiveness of the program and for academic planning. The findings will be of value to University administrators

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[1]Jeanne E. Lea, "A Study of Graduates from the Master of Arts in Adult Education Program at Federal City College" (Ed.D. dissertation, Virginia Polytechnic Institute and State University, 1975).

and those responsible for student services. Leaders in adult education and alumni have an interest in the results of this study.

PROBLEM STATEMENT

The purpose of this study is to determine how graduates of the University of the District of Columbia's masters program in adult education assessed the effectiveness of their graduate experiences and to collect information regarding their current employment status.

Specific Information Obtained

One part of the survey was concerned with obtaining demographic characteristics of the graduates--sex, race, marital status, age, and concentration completed.

Another part of the survey was focused on the graduate's current employment--current employment status, job title and description, job relationship to adult education, how the program in adult education may have helped them, and their annual salary rate.

Information was also sought concerning whether or not the graduates have completed or are presently working on any additional degrees or plan to in the future. Of

special interest was whether or not the graduates would be interested in pursuing a Doctoral degree in Adult Education should it be offered at the University of the District of Columbia.

The graduates were also asked to rate the overall quality of several aspects of the adult education program and services provided by the University (or Federal City College). In addition, the graduates were given the opportunity to indicate whether or not they would have used or participated in certain facilities or activities had they been available and to suggest how the adult education program could have been improved.

And finally, an effort was made to determine how many graduates had received special awards or recognition since they graduated, how many were officers, committee chairpersons, or highly involved members of some organization, and whether or not they felt a need for additional professional development in specific areas.

METHOD

Subjects

This study was intended to include all persons who received the Master of Arts degree in Adult Education from the University of the District of Columbia or Federal City College beginning in 1969 through the Fall Semester, 1979. This included a total of 367 persons.

Instrument

A questionnaire prepared by the researcher was used to collect the desired information from each graduate.

The questionnaire was pretested by four students who graduated during the Summer Session of 1979. All faculty members of the Department of Adult Education were consulted and asked to evaluate the instrument.

Design and Procedures

Initially, a letter was sent to the most recent address available for each graduate. (See Appendix 1.) It was requested that they notify the Department of Adult Education if the letter was not sent to the correct address. Those letters which were returned revealed those

graduates for whom we did not have the current address. These names were included in two issues of the department's general newsletter and the reader was asked to inform us if they knew the graduate's current address. Several graduates were located in this way.

Following the pretest, the questionnaire was mailed to all graduates since 1969 through the Fall Semester of 1979 for which we had a correct address. A stamped, self-addressed return envelope was enclosed with a cover letter. (See Appendix 2.) Graduates were asked to return the questionnaire within 10 days of when they received it.

Approximately two weeks after the initial mailing, a follow-up letter was sent to those who did not respond. (See Appendix 3.) About two weeks after the follow-up letter was mailed another questionnaire with cover letter and return envelope was sent to those who had not responded.

A continuous effort was made to obtain the current addresses for all graduates. As correct addresses were obtained for additional graduates a procedure similar to that given above was followed for them. A final reminder letter was sent to all who had

not responded on October 6, 1980.

Of the 367 graduates of the program through the Fall Semester of 1979, no current address could be obtained for 60 of them and 6 graduates were deceased. Of the remaining 301 graduates, 205 returned their questionnaire for a response rate of 68 percent.

Data Analysis

A coding manual was prepared for the questionnaire. As questionnaires were returned all open ended questions were coded in preparation for the computer.

The graduate's occupation was coded using the following adaptation from the Dictionary of Occupational Titles of the U. S. Department of Labor.

Job Category	Code
I. Professional, technical, and managerial occupations	
A. Occupations in Education	
a. Administrator, supervisor, program director, etc.	1
b. Teacher, instructor, trainer etc.	2
c. Other: counselor, writer, researcher, consultant	3
B. Occupations in museums, libraries, and archival science	4
C. Occupations in law and jurisprudence	5
D. Occupations in religion and theology	6
E. Occupations in social and welfare work	7

Job Category	Code
F. Other professional, technical and managerial occupations	8
II. Clerical and Sales occupations	9
III. Service Occupations	10
IV. Other Occupations	11
V. Unemployed or not applicable (student, retired, etc.)	12

The graduate's employer was coded using the following categories:

Employer category	Code
Government sponsored	
Public school system	1
Community/Junior college	2
Four-year college/university	3
City agency	4
County agency	5
State agency (Washington, D.C.)	6
Federal agency	7
Other governmental unit or combination	8
Non-government sponsored	
Business or industrial firm	9
Labor organization	10
Independent college/university	11
Independent school	12
Religious organization	13
Other non-governmental organization	14
Self-employed	15
Unemployed (retired, student, etc.)	16

From the records on hand each questionnaire was coded with the following information:

1. Degree/Non-degree status of the respondent on admission.

2. Academic program to which the respondent was admitted.

These were used as part of the data analysis. The data was also analyzed according to the following:

1. Frequency of response for each item
2. Sex of the respondents
3. Age of the respondents

The computer Statistical Package for the Social Science's frequencies and cross tabs program was used to tabulate and analyze the data.

Description of Respondents

As indicated in a previous section, the final population consisted of 205 graduates of the Department of Adult Education.

Sex

One hundred and three (50 percent) respondents were male and one hundred and two (50 percent) were female. This corresponds very closely to the proportion of males and females in the total population of three hundred and sixty-seven graduates--51 percent and 49 percent respectively.

Race

One hundred and eight-seven (91 percent) of the respondents were Black, ten (5 percent) were White, two (1 percent) each were Oriental, Hispanic, and other. Two respondents did not give their race.

Marital Status

One hundred and eighteen (58 percent) responding were married, forty-two (20 percent) were separated or divorced, thirty-five (17 percent) were single and ten (5 percent) were widowed.

Age

The youngest respondent was 27 years old and the oldest was 74 years old. Their mean age was 43.

Concentration

One hundred and nineteen (58 percent) concentrated in the area of administration and supervision. Curriculum Development was second most popular with twenty-one (10 percent) respondents, followed by Human Resource Development/Staff Development with sixteen (8 percent), Gerontology with fifteen (7 percent) and Labor Education with six (3 percent). Nine respondents indicated they had no concentration and nineteen had more than one concentration.

Degree/Non-degree Status

Fifty-nine (29 percent) of the respondents entered the program without a Bachelor's degree having received credit for their work experience. These respondents were admitted prior to Fall Semester of 1975 when the special provisions for admitting non-degree students were discontinued by the University.

Academic Program

Since the adult education program was first initiated in 1969 the academic program has been revised five times. The first academic program was in effect

from Spring, 1969 to Spring, 1970. The second academic program lasted from Summer, 1970 to Fall, 1970, the third from Winter, 1971 to Summer, 1973, the fourth from Fall, 1973 to Summer, 1975 and the fifth has been in effect since Fall, 1975.

Of the respondents, forty-five (22 percent) entered under the first academic program, twenty (10 percent) under the second academic program, sixty (29 percent) under the third academic program, thirty-nine (19 percent) under the fourth academic program, and forty-one (21 percent) entered under the fifth academic program.

Year graduated

Twenty-four (12 percent) of the respondents graduated between 1969 and 1971, forty-three (21 percent) in 1972 or 1973, twenty-eight (14 percent) in 1974 or 1975, sixty-four (31 percent) in 1976 or 1977, and forty-six (22 percent) in 1978 or 1979.

The findings of this study are presented in the text and tables that follow.

FINDINGS

The following findings are reported for the 205 graduates who returned the questionnaire.

One of the objectives of the study was to determine the student's primary purpose for attending the University of the District of Columbia (or Federal City College) and whether they felt they had achieved their goal. The most frequent reason indicated for attending the University was that it provided preparation for getting an adult education job or enter a new field. (See Table 1.)

TABLE 1.--Respondent's primary purpose for attending the University of the District of Columbia (or Federal City College)

Purpose	Frequency No.	%
Preparation for getting an adult education job or entering a new field	39	19
Update or improve skills or competencies for a job held at the time	36	18
To explore a new career or academic area	30	15
Preparation for pursuing an advanced degree	24	12
To support advancement or promotion in job held at the time	21	10

Purpose	Frequency No.	%
For general interest or self-enrichment	15	7
To meet the requirements or expectations of my employer	6	3
Other reasons	4	2
More than one reason checked	25	12
No response	3	1

The second most frequent reason was to update or improve skills or competencies for a job held at the time. Few respondents indicated that they attended to meet the requirements or expectations of their employer or for general interest or self-enrichment. A variety of other purposes for attending the University was indicated by some respondents.

It is satisfying to report that one hundred and seventy-six respondents (86 percent) felt they had achieved their goal.

When asked to indicate if the adult education program had help them, the respondents indicated that it had in many ways. (See Table 2.)

TABLE 2.--Ways in which the respondents feel the program in adult education has helped them

Ways helped	Responses No.	%
More opportunity for job mobility	86	42
More opportunity to be creative or innovative	80	39
Helped to get a salary increase	78	38
Better chances for further studies	77	38
Helped get a job promotion	66	32
Greater involvement in community affairs	64	31
Have more job satisfaction now	54	26
Have been given increased responsibilities on the job	49	24
Helped to obtain job	45	22
Have more job security	44	22
Moved to supervisory or management position	42	20
Other	22	11
None of the above	9	4

Eighty-six (42 percent) indicated they have more opportunity to be creative or innovative. Seventy-eight (38 percent) were helped to get a salary increase and seventy-seven (38 percent) felt they now had better chances for further studies.

One hundred and seventy-seven (86 percent) respondents were employed full time; seven (5 percent)

were employed part time and seven (3 per cent) were retired. Only two were unemployed and seeking employment at the time. (See Table 3.)

TABLE 3.--Current employment status of respondents

Employment status	No.	%
Employed full-time	177	86
Employed part-time	11	5
Retired	7	3
Unemployed and seeking employment	2	1
Homemaker	2	1
Military, full-time active duty	1	1
Student, full-time	1	1
Not employed and not seeking employment for reasons other than those listed above	2	1

The largest number of respondents--one hundred and eleven (54 percent)--are in educational occupations. (See Table 4.) Of these one hundred and eleven, fifty-four are teachers or instructors, thirty-seven are administrators or supervisors, and twenty are in other educational positions such as counselors, researchers, and consultants.

Sixty-three (31 percent) of the respondents are in a variety of professional, technical, and managerial occupations.

TABLE 4.--Occupation of the respondents

Occupation	No.	%
I. Professional, technical and managerial occupations		
A. Occupations in Education		
a. Administrator, supervisor, program director, etc.	37	18
b. Teacher, instructor, trainer, etc.	54	26
c. Other: counselor, writer, researcher, consultant, etc.	20	10
B. Occupations in museums, libraries, and archival science	1	1
C. Occupations in social and welfare work	8	4
D. Other professional, technical, and managerial occupations	63	31
II. Clerical and sales occupations	5	2
III. Service occupations	3	2
IV. Unemployed or not applicable (student, retired, etc.)	12	6
Not reported	2	1

The largest number of respondents, fifty-six (27 percent), are employed by a public school system. (See Table 5.) Forty-two (20 percent) work for a federal agency; thirty-two (16 percent) for a university; and twenty-six (13 percent) are employed by a state agency (this includes a District of Columbia agency).

TABLE 5.--Employer of respondents

Employer	No.	%
Government sponsored		
Public school system	56	27
Community/Junior college	4	2
Four-year college/university	32	16
City agency	1	1
County agency	1	1
State agency (Washington, D. C.)	26	13
Federal agency	42	20
Other governmental unit or combination	2	1
Non-government sponsored		
Business or industrial firm	12	6
Religious organization	4	2
Other non-governmental organization	3	2
Self-employed	5	2
Unemployed (retired, student, etc.)	12	6
Not reported	5	2

One hundred and forty-three (70 percent) of the respondents indicated their present job was directly, indirectly or somewhat related to adult education. Fifty-two (25 percent) indicated their present job was not related to adult education. Of these fifty-two, twenty-four indicated that the principal reason why their job was not related to adult education was that they were already working with their present employer before they completed the adult education program. Six of them

indicated they could not find a job in adult education and four have changed career directions since graduation. A variety of reasons were expressed by the others.

The approximate annual salary rate for the largest number of respondents, fifty-eight (28 percent), is between $20,000 and $24,999. Thirty-two (16 percent) make between $25,000 and $29,999 and twenty-five (12 percent) make between $30,000 and $34,999. (See Table 6.)

TABLE 6.--Approximate annual salary of the respondents

Amount			No.	%
$ 0	-	$ 4,999	2	1
5,000	-	9,999	7	3
10,000	-	14,999	15	7
15,000	-	19,999	22	11
20,000	-	24,999	58	28
25,000	-	29,999	32	16
30,000	-	34,999	25	12
35,000	-	39,999	16	8
40,000	-	44,999	9	4
45,000	-	or more	6	3
Not reported			13	6

Since completing their Master of Arts degree in adult education twenty-one (10 percent) of the respondents have completed an additional degree. Nine of these were doctoral degrees and six were masters degrees. The remaining six were specialist or other degrees.

Thirty-five (17 percent) of the respondents were presently working toward an additional degree.

Of the one hundred and seventy (83 percent) who are not presently working toward an additional degree; eighty-nine indicated that they would probably pursue another degree in the future. Thirty-two indicated that they would not or it is not likely that they would pursue another degree. Forty-nine were undecided or did not respond.

When asked if they would be interested in pursuing a doctoral degree in adult education if it should be offered at the University of the District of Columbia, one hundred and twenty-four (60 percent) said yes, forty-three (21 percent) were undecided, and thirty-eight (19 percent) said no or did not respond.

One of the major findings sought in the study was how the respondents felt about the quality of different aspects of the adult education program. (See Table 7.) Over ninety percent of the respondents rated the following aspects "good" or "excellent":

1. Quality of instruction
2. Instructor interest in students
3. Grading and testing procedures
4. Content of courses
5. Student faculty relations

TABLE 7.--The overall quality rating of selected aspects of the adult eudcation program by the respondents

	Overall quality rating									
	Excellent		Good		Fair		Poor		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Quality of instruction	118	58	78	38	3	2	0	-	6	3
Instructor interest in students	124	60	70	34	3	2	0	-	8	4
Grading and testing procedures	71	35	115	56	9	4	2	1	8	4
Content of courses	96	47	89	43	8	4	0	-	12	6
Student-faculty relations	106	51	79	38	14	7	0	-	6	3
Peer relations	102	50	79	38	14	7	1	1	9	4
Faculty availability	92	45	82	40	23	11	0	-	8	4
Instructional materials	83	40	82	40	18	9	0	-	22	11
Academic counseling	54	26	85	42	37	18	15	7	14	7
Personal counseling	54	26	66	32	40	20	13	6	32	16
Career counseling	33	16	67	33	41	20	29	14	35	17

The three lowest rated items were career counseling, in which 49 percent rated it "good" or "excellent" and 34 percent "fair" or "poor"; personal counseling in which 58 percent rated it "good" or "excellent", and 26 percent "fair" or "poor"; and academic counseling in which 68 percent rated it "good" or "excellent" and 25 percent "fair" or "poor".

Respondents were also asked to rate several aspects of the University of the District of Columbia (or Federal City College). The admission procedures were rated "very good" or "good" by 71 percent of the respondents. (See Table 8.) Only 40 some percent rated the registration process, bookstore, and library as "very good" or "good". A majority of the respondents never used financial aid guidance, placement guidance, or the student health services.

When asked whether or not they would use or participate in several specific areas if they had been available, 97 percent indicated they definitely or probably would use an adult education library; 85 percent would definitely or probably participate in an adult education student organization; and 82 percent would definitely or probably participate in informal social activities. Twenty-seven (13 percent) would

TABLE 8.--The rating of selected aspects of the University of the District of Columbia (or Federal City College) by the respondents

	Overall quality rating											
	Very Good		Good		Fair		Poor		Don't know, Never used		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Admission procedures	60	29	85	42	43	21	11	5	1	1	5	2
Library	29	14	70	34	49	24	10	5	36	18	11	5
Registration process	24	12	67	33	72	35	35	17	1	1	6	3
Bookstore	20	10	70	34	66	32	14	7	24	12	11	5
Financial aid guidance	10	5	23	11	20	10	11	5	126	62	15	7
Placement guidance	9	4	25	12	19	9	23	11	114	56	15	7
Student health services	9	4	22	10	17	8	4	2	139	68	14	7

definitely or probably have used a day care center. (see Table 9.)

The respondents were also asked if they felt certain changes would have improved their academic program. Ninety-six respondents (47 percent) would liked to have had more seminar type courses. Seventy respondents (34 percent) would have liked more opportunity for independent study. Only nine people (4 percent) felt that fewer required courses would have improved their program. Five respondents (2 percent) suggested the dropping of a required course--three of these specified the Psychology of the Ghetto course. Forty respondents (23 percent) suggested the adding of a new course. Some of the suggestions included more research courses, statistics, techniques of teaching II, proposal writing advanced course(s) in adult psychology, computer use, marketing AE programs, advanced curriculum development, extension education, and educational technology.

Other suggestions for improving their academic programs were made by twenty-four respondents (12 percent). These suggestions included: additional concentration in adult basic education; international exchange program; more reading and writing; addition of

TABLE 9.--Respondents feelings as to whether or not they would have used or participated in selected facilities or activities had they been available

	Likely use or participation									
	Yes, definitely		Probably		Not Likely		No		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Adult education library	158	77	40	20	3	2	0	-	4	2
Adult education student organization	93	45	81	40	14	7	11	5	6	3
Informal social activities	62	30	106	52	23	11	8	4	6	3
Lounge area	47	23	84	41	24	12	39	19	11	5
Day care center	12	6	15	7	36	18	120	58	22	11
Other	17	8	1	1	0	-	0	-	187	91

a Ph.D. or Ed.D. program; career counseling; fewer group tasks that determine grades; courses that are required for certification by the Board of D. C. Public Schools; and more opportunity for practice in area of concentration.

One hundred respondents (49 percent) indicated that they have received a special award or recognition since they graduated.

One hundred and one respondents (49 percent) are an officer, committee chairperson, or highly involved member in one or more organizations.

Over 20 percent of the respondents presently feel they have a need for additional professional development in the following areas: (1) preparing proposals for funding, (2) program evaluation, (3) program planning, (4) counseling adults, (5) computer assisted instruction, (6) promotion of adult education programs, and (7) group dynamics. (See Table 10.)

TABLE 10.--Areas in which respondents feel a need for additional professional development

Areas of professional development	No	%
Preparing proposals for funding	107	52
Program evaluation	58	28
Program planning	57	28
Computer-assisted instruction	47	23
Counseling adults	45	22
Promotion of adult education programs	44	22
Group dynamics	42	20
Motivating learners	35	17
Human relations	34	17
Use of visual aids	26	13
Teaching techniques	23	11
Other	14	7

Analysis of Data by Sex

The data was also analyzed to determine if there were any notable differences between the male and female respondents. A notable difference was based on a Chi Square test at the .05 level of significance or in other cases where there was at least a 10 percent difference between the male and female respondents. Only those responses in which there was a noteworthy difference will be reported.

Marital Status

The data revealed that a higher percentage of the males were married (66 percent to 49 percent), whereas a higher percent of the females were separated or divorced (26 percent to 16 percent). (See Table 11.)

TABLE 11.--Marital status of respondents according to sex

SEX	Single No.	%	Married No.	%	Widowed No.	%	Separated or Divorced No.	%
Male	18	18	68	66	1	1	16	16
Female	17	17	50	49	9	9	26	26

Goal Achieved

A higher proportion of the male respondents indicated that they had achieved their goal in attending the University (College) than the female respondents--93 percent in comparison to 82 percent.

Occupation

A higher proportion of the male respondents were in administrative or supervisory occupations in education and other professional, technical and managerial occupations than the female respondents. (See Table 12.)

On the other hand, a higher proportion of the female respondents were in teacher, instructor or trainer occupations in education.

Employer

In terms of the employer it was found that a higher proportion of the female respondents were employed by a public school system than male respondents--35 percent to 21 percent. In contrast, a

TABLE 12.--Number and percent of male and female respondents according to occupation

Occupation	Male No.	Male %	Female No.	Female %
I. Professional, technical, and managerial occupations				
A. Occupations in Education				
a. Administrator, supervisor, program director, etc.	25	24	12	12
b. Teacher, instructor, trainer, etc.	19	19	35	35
c. Other: counselor, writer, researcher, consultant, etc.	10	10	10	10
B. Occupations in museums, libraries, and archival science	1	1	0	-
C. Occupations in social and welfare work	4	4	4	4
D. Other professional, technical, and managerial occupations	39	38	24	24
II. Clerical and sales occupations	0	-	5	5
III. Service occupations	2	2	1	1
IV. Unemployed or not applicable (student, retired, etc.)	2	2	10	10
Not reported	1	1	1	1

higher proportion of the male respondents were employed by a federal agency than female respondents--25 percent to 17 percent.

Job related to adult education

A higher proportion of the male respondents indicated that their job was directly or indirectly related to adult education than the female respondents--80 percent to 67 percent.

Ways in which the adult education program has helped them

A larger proportion of the male than female respondents felt the adult education program had helped them in the following ways:

1. Helped to obtain a job
2. More opportunities for job mobility
3. Better chances for further studies

Salary

A higher proportion of male respondents have an annual salary rate of $30,000 or more per year whereas a higher proportion of the female respondents have an annual salary of less than $30,000 per year. (See Table 13.)

TABLE 13.--Number and percentage of male and female respondents according to annual salary rate

Annual salary rate	Male No.	Male %	Female No.	Female %
$ 0 - $ 4,999	1	1	1	1
5,000 - 9,999	5	5	2	2
10,000 - 14,999	5	5	10	11
15,000 - 19,999	7	7	15	16
20,000 - 24,999	23	23	35	38
25,000 - 29,999	14	14	18	19
30,000 - 34,999	18	18	7	8
35,000 - 39,999	13	13	3	3
40,000 - 44,999	7	7	2	2
45,000 - or more	6	6	0	-
Not reported	4	4	9	9

Professional Development Needed

A higher proportion of the male respondents felt a need for professional development in computer assisted instruction than female respondents. In contrast a higher proportion of the female respondents felt a need for professional development in counseling adults and group dynamics.

Analysis of Data by Age

Similar to the analysis by sex, the data was analyzed according to age groups to determine if there were any noteworthy differences or apparent trends between younger respondents and older respondents.

Marital Status

It was found that a higher proportion of the younger respondents were single whereas a higher proportion of the older respondents were married or widowed. Those who were separated were mostly in the 30 - 39 and 40 - 49 age groups. (See Table 14.)

TABLE 14.--Marital status of the respondents according to age

Age	Marital status							
	Single		Married		Widowed		Separated or divorced	
	No.	%	No.	%	No.	%	No.	%
20 - 29	7	64	3	27	0	-	1	9
30 - 39	22	31	32	46	0	-	16	23
40 - 49	3	7	47	64	2	3	19	26
50 - 59	1	3	27	71	5	13	5	13
60 or more	0	-	9	69	3	23	1	8

Goal Achieved

A greater proportion of the older respondents had achieved their goal in attending the University (College) than the younger respondents. (One hundred percent for those 60 years old and over compared to 64 percent for those 20 - 29 years old).

Employment

A greater proportion of the older respondents are employed part-time than the younger respondents. (Twenty-three percent for those 60 years old and over compared to 9 percent for those 20 - 29 years old).

Pursue another degree

More younger respondents plan to pursue another degree in the future than do the older respondents. In keeping with this finding a greater percent of the younger respondents are interested in pursuing a doctoral degree at the University of the District of Columbia than older respondents. (Eighty-nine percent for those 20 - 29 years of age compared to 31 percent for those 60 years old and over).

Analysis of Data Comparing Degree and Non-Degree Respondents

This analysis was undertaken to determine what notable differences, if any, existed between those respondents who were admitted to the adult education program with a bachelor's degree and those who were admitted without a bachelor's degree. They will be referred to a degree and non-degree respondents respectively.

Marital status

A higher proportion of the non-degree respondents were married than the degree respondents (66 percent to 54 percent) and a lower proportion were single (2 percent compared to 23 percent).

Age

Non-degree respondents tended to be older than those respondents admitted with a bachelor's degree. (See Table 15.)

TABLE 15.--Number and percent of degree and non-degree respondents according to age

Age	Degree		Non-degree	
	No.	%	No.	%
20 - 29	11	8	0	-
30 - 39	58	40	12	20
40 - 49	50	34	23	39
50 - 59	22	15	16	27
60 or more	5	3	8	14
Total	146	100	59	100

Achieved goal

A higher proportion of the non-degree respondents (95 percent) felt they had achieved their goal in attending the University (College) than did the degree respondents (85 percent).

Employment status

A smaller proportion of the non-degree respondents (76 percent) was now employed full-time than were the degree respondents (91 percent).

Occupation

Among the non-degree respondents a smaller proportion (9 percent) are teachers, instructors, or trainers than among the degree students (34 percent). A higher proportion of the non-degree respondents (43 percent) are in other professional, technical, and managerial occupations than the degree respondents (26 percent).

Employer

Corresponding with their occupation, it was found that a smaller percent of the non-degree respondents (7 percent to 36 percent) were employed by public schools and a higher percent (33 percent to 16 percent) were employed by federal agencies than the degree respondents.

How the program has helped

The non-degree respondents checked more ways in which the adult education program had helped them than the degree respondents. A higher proportion of the non-degree respondents, at least 10 percent more,

felt the program had helped them in the following ways:

1. Helped get a job promotion
2. More opportunity for job mobility
3. Have been given increased responsibility on the job
4. Moved to supervisory or management position
5. Better chances for further studies
6. More opportunity to be creative or innovative
7. Greater involvement in community affairs

(See Table 16.)

TABLE 16.--Ways in which the degree and non-degree respondents feel the program in adult education has helped them

Ways helped	Degree respondents		Non-degree respondents	
	No.	%	No.	%
More opportunity for job mobility	56	38	30	51
More opportunity to be creative or innovative	48	33	32	54
Helped to get a salary increase	59	40	19	32
Better chances for further studies	48	33	29	49
Helped get a job promotion	39	27	27	46
Greater involvement in community affairs	39	27	25	42
Have more job satisfaction now	36	25	18	30
Have been given increased responsibilities on the job	29	20	20	34
Helped to obtain job	31	21	14	24

Ways helped	Degree respondents No.	%	Non-degree respondents No.	%
Have more job security	31	21	13	22
Moved to supervisory or management position	23	16	19	33
Other	17	12	5	8
None of the above	7	5	2	3

Salary

A higher proportion of the non-degree than degree respondents (27 percent to 13 percent) had a salary in the $25,000 to $29,999 range whereas a higher proportion of the degree respondents (36 percent to 15 percent) had a salary in the $20,000 to $24,999 range.

Plan to pursue another degree

A smaller proportion of the non-degree respondents (42 percent) expect to pursue another degree in the future than the degree respondents (60 percent). Similarly, a smaller proportion of the non-degree respondents (57 percent) would be interested in pursuing a doctoral degree in adult education if it should be offered at the University of the District of Columbia than degree respondents (67 percent).

Independent study

A lower proportion of the non-degree respondents (30 percent) as compared to degree respondents (44 percent) feel that more opportunity for independent study would have improved their academic program.

Awards

A lower proportion of the non-degree than degree respondents have received any special awards or recognition since they graduated--35 percent compared to 50 percent.

Analysis of Data According to Academic Program Admitted Under

This final analysis was made to determine if there were any noteworthy differences among those who were admitted under various academic programs. This analysis is related to the time in which the respondents were admitted and the time in which the respondents graduated. As mentioned in an earlier section, the first academic program was in effect from the Spring of 1969 to the Spring of 1970. The second academic program lasted from Summer, 1970 to Fall, 1970, the third from Winter, 1971 to Summer, 1973, the fourth from Fall, 1973 to Summer, 1975, and the fifth has been

in effect since Fall, 1975.

Marital status

There was an increased trend in the proportion of respondents who were single from the earlier academic programs to the last ones (from 4 percent in the first to 29 percent in the last one) and there was a decrease in the proportion of married respondents (from 58 percent in the first program to 44 percent in the last program).

Purpose

The primary purpose for attending the University (College) for an increasing proportion of respondents in later programs was preparation for getting an adult education job or entering a new field. It increased to 37 percent in the last program from 14 percent in the first program.

Achieved goal

A high proportion of the respondents from all academic programs felt they had achieved their goal except the last one--academic program no. 5. Only 65 percent of the respondents from this program felt they had achieved their goal in contrast to over 90 percent in the earlier programs.

How the program has helped

Those in the most recent program (no. 5) checked fewer ways that the program has helped them than those in the earlier programs.

Salary

The most recent group, those in program no. 5, tend to have lower salaries than those in the earlier groups.

Additional degrees

A larger proportion of the respondents from programs 1 and 3 have completed additional degrees than those in the other programs. However, a larger proportion of the respondents from program 4 are currently working toward an additional degree. Among those respondents who are not currently working for an advanced degree, a higher proportion of the respondents in the more recent programs plan to in comparison with those in the earlier programs. The same trend existed for their interest in pursuing a doctoral degree in adult education at the University of the District of Columbia.

Overall Quality Ratings

Although the differences were not great there was a rather consistant tendency for those respondents

in the more recent programs to rate the overall quality of the adult education slightly higher than those in earlier programs. In other words a larger proportion of the respondents in programs 4 and 5 rated the program as "excellent" rather than "good" in contrast to those in programs 1 and 2.

Improve program

Although many of the respondents in earlier programs, 1 to 4, favored more seminar type courses, 47 percent of the respondents in program 5 indicated they did not feel that more seminar type courses would improve their academic program.

On the other hand, a larger proportion of the respondents in the 1st and the 5th programs felt that more opportunity for independent study would have improved their academic program.

Awards

A lower proportion of the respondents in program 5 have received special awards or recognition than those in the other programs.

DISCUSSION

The findings of this study provide information concerning the present status of graduates of the Department of Adult Education and how they feel about various aspects of their graduate experience. It suggests many implications for the Department of Adult Education and the University of the District of Columbia.

The finding that 86 percent of the respondents felt they had achieved their goal in their graduate program is very satisfying. The percentage may have been even higher had they graduated at a time when more jobs were available in the field of adult education. The finding that a higher proportion of those who graduated most recently did not feel they had achieved their goal may be related to the fact that some goals take time to achieve.

The general satisfaction with the program is also supported by their responses to the ways they felt the program in adult education had helped them.

Most respondents indicated that the program had helped them in three or more ways.

Analysis of the jobs held by the respondents and their employers reveal the large variety of positions held by graduates of the adult education program. Although the largest number are in educational occupations and are employed by the public school system a sizable number are in a variety of professional, technical, and managerial occupations and are employed by a federal agency, a university, or a state agency. There is a great variety even among those in educational occupations. Many are administrators, supervisors, researchers, consultants as well as teachers or instructors.

Although 70 percent of the respondents are in jobs which are at least indirectly or somewhat related to adult education, it is felt that many who are in jobs not presently related to adult education would like to be if a good opportunity could be found.

According to their approximate annual salary rate it appears that most graduates are in good jobs, earning above average salary for the District of Columbia.

The study also found that many of the graduates are continuing learners. Ten percent have completed an

additional degree since graduating, 17 percent are presently working toward an additional degree, and 43 percent indicated that they will probably pursue another degree in the future. Of special significance to the University of the District of Columbia was the finding that 60 percent of the respondents would be interested in pursuing a doctoral degree in adult education if it should be offered at the University. Such a response shows the great potential for doctoral programs at the University and steps should be taken immediately to initiate such programs.

The findings concerning how the graduates rated the overall quality of various aspects of the adult education program shows the high regard with which they hold the program. The University and the Department of Adult Education can feel good about its high quality rating by the respondents. Three areas, however, should receive some special attention with an aim toward improvement. The areas are career counseling, personal counseling, and academic counseling.

The overall quality of various aspects of the University of the District of Columbia (or Federal City College) did not receive such a high rating by the respondents. The admission procedures and library were generally rated good but the registration procedures and

bookstore was rated approximately equal between the top ratings (very good and good) and the bottom ratings (fair and poor). The University administration should be concerned about these relatively low quality ratings.

The lack of use or knowledge about the financial aid guidance, placement guidance, and student health services should also be given attention.

Of special interest in the study was to identify ways in which the adult education program might be improved. Based on the responses it would appear that some consideration should be given to providing an adult education library, organizing an adult education student organization, planning informal social activities, and providing a lounge area. There was not enough interest expressed to justify a day care center.

Although the majority did not feel the program should contain more seminar type courses or more opportunity for independent study, these options might well be provided for those who do want them. There was no strong sentiment for having fewer required courses. The respondents gave many suggestions for additional courses. While there was no great response in any one area they should all be evaluated.

The top areas in which the respondents felt a need for additional professional development can be viewed in several ways. One is that these areas deserve to receive more attention in the present program. Present courses may be modified to provide greater depth in these areas. It may be that additional courses should be provided in these areas. The list also suggest areas for outreach programs for the graduates.

There were rather few differences between male and female respondents. Some of the differences that were found may be related to the finding that a larger proportion of men were in the earlier program and consequently have had a longer time to achieve their goals and increase their salary.

Most of the differences among respondents according to age could have been expected. Younger respondents are more likely to be single, have not achieved their goal, and plan to pursue another degree than the older respondent.

In comparing those respondents who were admitted without a bachelor's degree with those who were admitted with a bachelor's degree, the findings suggest several things: that a higher proportion of the non-degree respondents felt that they had achieved

their goal and that the program had helped them in more ways than the degree respondents may illustrate the importance of the opportunity to pursue an advanced degree by the non-degree respondents. It was also noted that a higher proportion of the non-degree respondents are in "other" professional, technical, and managerial occupations and employed by federal agencies than degree respondents who are teachers, trainers, or instructors employed by the public schools. This finding suggest that the policy to permit the admission of students without a bachelor's degree enabled the Department of Adult Education to serve what might be considered the adult educator in non traditional adult education positions.

The finding that non-degree respondents are less likely to pursue another degree may be a reflection of their age which is older rather than the fact that they are without a bachelor's degree.

The fact that there were no notable differences between degree and non-degree respondents for most items is noteworthy and suggests that the policy of admitting students without a bachelor's degree was valuable and should be reinstituted.

SUMMARY AND CONCLUSIONS

The purpose of this follow-up study was to obtain information concerning the present status of the graduates of the Department of Adult Education of the University of the District of Columbia (and Federal City College) and how they feel about their graduate experience.

Information obtained included the graduates demographic characteristics, their current employment, their additional educational activities and plans, and how they rated the overall aspects of the adult education program and services provided by the University (or Federal City College).

An effort was made to include all graduates of the Department of Adult Education from its beginning in 1969 through the Fall semester of 1979. Of a total of 367 graduates during this period no current addresses could be obtained for 60 of them and 6 graduates were deceased. Of the remaining 301 graduates, 205 returned their questionnaire for a response rate of 68 percent.

A mail questionnaire prepared by the researcher was used to collect the data.

The respondents were nearly equally divided between men and women, most are Black, a majority are married, their average age was 43 years old, and a majority concentrated in the area of administration and supervision.

The respondent's two primary purposes for attending the University of the District of Columbia (or Federal City College) was: (1) preparation for getting an adult education job or enter a new field, and (2) to update or improve skills or competencies for a job held at the time. Eighty-six percent of the respondents felt they had achieved their goal. The respondents indicated many ways the adult education program had helped them.

Most of the graduates are employed full-time. Fifty-four percent are in educational occupations. However, 31 percent are in a variety of professional, technical, and managerial occupations.

Although the largest type of employer of the respondents was a public school system, many are also employed by a federal agency, university, and a District of Columbia agency.

Since completing their Master of Arts degree in adult education, 10 percent of the respondents have completed an additional degree and 17 percent are presently working toward an additional degree. Another 43 percent indicated they would probably pursue another degree in the future.

Sixty percent of the respondents would be interested in pursuing a doctoral degree in adult education if it is offered at the University of the District of Columbia.

The overall quality of the adult education program was rated very high. Five aspects were rated "good" or "excellent" by over 90 percent of the respondents. These aspects were:

1. Quality of instruction
2. Instructor interest in students
3. Grading and testing procedures
4. Content of courses
5. Student faculty relations

In seeking suggestions for improving the adult education program most respondents seem to feel that the program is alright as it is. However there were many individual suggestions and a number of students, but not a majority, would like more seminar courses and

more opportunity for independent study. A large majority of the respondents indicated they would have used or participated in the following:

1. Adult education library
2. Adult education student organization
3. Informal social activities

Twenty-eight percent or more of the respondents feel a need for additional professional development in the areas of:

1. Preparing proposals for funding
2. Program evaluation
3. Program planning

There were few differences between male and female respondents and the respondents according to age.

A higher proportion of the non-degree respondents indicated that they had achieved their goal and indicated more ways in which the adult education program had helped them than the respondents with a Bachelor's degree.

In brief, the respondents have given a very favorable picture of their graduate experience in adult education at the University of the District of Columbia

(or Federal City College). The study has also provided a current description of their employment status, their plans and activities toward further study, and suggestions for improving the adult education program. The findings will be valuable in the continuing effort to develop the adult education program at the University of the District of Columbia.

APPENDIX A

Initial Letter

UNIVERSITY OF THE
DISTRICT OF COLUMBIA
GEORGIA/HARVARD STREET CAMPUS
2565 Georgia Avenue, N.W.
Washington, D.C. 20001
Adult Education Department
(202) 673-7142

Dear Graduate:

We want to keep in contact with those who have graduated from our adult education program. To do so we must have your correct address.

If the address on the envelope is not correct, please notify us. You may call our office (673-7144) or use the form below.

With your correct address we can send you our Departmental Newsletter which is prepared several times a year.

I am also planning to conduct a follow-up study of our graduates. We will need your response. Please support us in this effort.

Sincerely yours

Loren F. Goyen
Associate Professor
Adult Education Department

NEW ADDRESS

Name: _____

New Address: _____

_____

_____

Send to: Department of Adult Education
University of the District of Columbia
2565 Georgia Avenue, N.W.
Washington, D.C. 20001

APPENDIX B

Cover Letter and Questionnaire

UNIVERSITY OF THE DISTRICT OF COLUMBIA
GEORGIA/HARVARD STREET CAMPUS
2565 Georgia Avenue, N.W.
Washington, D.C. 20001
Adult Education Department
(202) 673-7142

Dear Graduate:

We often think of you and wonder how you're doing. We do want to keep in touch with you.

We also need your help. As a graduate you are in a unique position to give us some feedback concerning our Adult Education Program and your experience at the University of the District of Columbia (or at Federal City College). This information will be extremely valuable to us in evaluating our program. It will enable us to identify areas that can be improved.

Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope within seven days. (Don't put it off--do it now!)

Unless you give us permission otherwise, all information will be kept confidential. The questionnaire has been coded to facilitate follow-up for those who need a reminder and for tabulation purposes.

We thank you in advance for your willingness to return your questionnaire promptly. We will look forward to hearing from you.

Sincerely yours,

Loren F. Goyen
Associate Professor,
Adult Education

1980
FOLLOW-UP SURVEY OF GRADUATES
of the
DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF THE DISTRICT OF COLUMBIA

INSTRUCTIONS: Please answer all questions that apply to you. Most questions can be answered with an "X", a word, or a brief phrase. Feel free to add additional comments.

Code:

(1) 1. YOUR SEX:

____a. Male
____b. Female

(2) 2. YOUR RACE:

____a. Black/Negro
____b. White/Caucasian
____c. Oriental/Polynesion
____d. Hispanic
____e. Other:(Specify)_____

(3) 3. YOUR MARITAL STATUS

____a. Single
____b. Married
____c. Widowed
____d. Separated or divorced

4. YOUR AGE:

(4-5) _____

(6) 5. PLEASE INDICATE WHICH CONCENTRATION YOU COMPLETED IN OUR PROGRAM. (If more than one, check all that apply.)

____a. Administration and Supervision
____b. Curriculum Development
____c. Human Resource Development/Staff Development
____d. Gerontology
____e. Labor Education
____f. None -- program did not have concentrations at that time

(7) 6. AS YOU SEE IT NOW, WHAT WAS YOUR PRIMARY PURPOSE FOR ATTENDING THE UNIVERSITY (COLLEGE)? (Check one.)

____a. Preparation for getting an adult education job or entering a new field
____b. Update or improve skills or competencies for a job held at the time
____c. To meet the requirements or expectations of my employer
____d. To support advancement or promotion in job held at the time
____e. To explore a new career or academic area
____f. Preparation for pursuing an advanced degree
____g. For general interest or self-enrichment
____h. Other:(Specify)_____

(8) 7. WAS YOUR GOAL AS INDICATED IN QUESTION 6 ACHIEVED?

____a. Yes
____b. No

(9) 8. WHAT IS YOUR CURRENT EMPLOYMENT STATUS?

____a. Employed full-time (Include self-employment)
____b. Employed part-time
____c. Unemployed and seeking employment
____d. Homemaker, not employed outside the home
____e. Military, full-time active duty
____f. Retired
____g. Student, full-time
____h. Not employed and not seeking employment for reasons other than those listed above.
____i. Other:(Specify)_____

IF YOU ARE EMPLOYED FULL-TIME OR PART-TIME ANSWER QUESTION 9 AND QUESTION 10. (If you have more than one job, respond about your primary job.)
IF YOU ARE NOT EMPLOYED, GO TO QUESTION 11.

9. DESCRIBE YOUR JOB:

(10-11) Job title:_____

Briefly describe the kind of work you usually do.

_____

_____

(12-13) Give name of employer:_____

(14) 10. IS YOUR PRESENT JOB RELATED TO ADULT EDUCATION?

____a. Yes, directly related

____b. Yes, indirectly or somewhat related

____c. No, it is not related.
Please indicate the principal reason why your job is not related to adult education.

(15) ____ Was already working with my present employer before I completed my program

____ Not sufficiently qualified for a job in adult education

____ Better pay than in adult education

____ Could not find a job in adult education

____ Changed career direction since graduation

____ Want to explore other work opportunities

____ Better opportunity for advancement in present work

____ Other:(Specify)_____

_____

11. PLEASE INDICATE IF YOU FEEL YOUR PROGRAM IN ADULT EDUCATION HELPED YOU IN ANY OF THE FOLLOWING WAYS: (Check all that apply.)

(16) ____a. Helped to obtain a job
(17) ____b. Helped get a job promotion
(18) ____c. Helped to get a salary increase
(19) ____d. More opportunities for job mobility
(20) ____e. Have more job satisfaction now
(21) ____f. Have been given increased responsibilities on the job
(22) ____g. Moved to supervisory or management position
(23) ____h. Better chances for further studies
(24) ____i. Have more job security
(25) ____j. More opportunity to be creative or innovative
(26) ____k. Greater involvement in community affairs
(27) ____l. None of the above
(28) ____m. Other:(Specify)_____

(29) 12. PLEASE INDICATE YOUR APPROXIMATE ANNUAL SALARY RATE (Gross--before taxes and deductions):

____a. $ 0 - $ 4,999
____b. 5,000 - 9,999
____c. 10,000 - 14,999
____d. 15,000 - 19,999
____e. 20,000 - 24,999
____f. 25,000 - 29,999
____g. 30,000 - 34,999
____h. 35,000 - 39,999
____i. 40,000 - 44,999
____j. 45,000 - or more

(30) 13. SINCE YOU COMPLETED YOUR MASTER OF ARTS DEGREE IN ADULT EDUCATION, HAVE YOU COMPLETED ANY ADDITIONAL DEGREES?

____a. No
(61) ____b. Yes - (Check degree)

____ M.A. or M.S.
____ Specialist degree
____ Ed. D.
____ Ph. D.
____ Other:_____

Give name of college or university:

_____

Major Field:_____

Year Completed:_____

(62) 14. ARE YOU PRESENTLY WORKING TOWARD AN ADDITIONAL DEGREE?

____a. Yes, Name of college or university:

_____

Give major:_____

Give degree:_____

____b. No If no, do you plan to pursue another degree in the future?

(63)
____ Yes
____ Probably
____ Undecided
____ Not likely
____ No

15. HOW WOULD YOU RATE THE OVERALL QUALITY OF THE ADULT EDUCATION PROGRAM ON THE FOLLOWING ITEMS?

		Excellent	Good	Fair	Poor
(64)	a. Quality of instruction	___	___	___	___
(65)	b. Grading and testing procedures	___	___	___	___
(66)	c. Instructor interest in students	___	___	___	___
(67)	d. Content of courses	___	___	___	___
(68)	e. Instructional materials (books, visual aids, syllabi, handouts)	___	___	___	___
(69)	f. Academic counseling	___	___	___	___
(70)	g. Personal counseling	___	___	___	___
(71)	h. Career counseling	___	___	___	___
(72)	i. Faculty availability	___	___	___	___
(73)	j. Peer relationships	___	___	___	___
(74)	k. Student-faculty relations	___	___	___	___

16. PLEASE RATE THE FOLLOWING AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA (OR FEDERAL CITY COLLEGE):

		Very good	Good	Fair	Poor	Don't know Never used
(75)	a. Admission procedures	___	___	___	___	___
(76)	b. Registration process	___	___	___	___	___
(77)	c. Financial aid guidance	___	___	___	___	___
(78)	d. Placement guidance	___	___	___	___	___
(79)	e. Bookstore	___	___	___	___	___
(80)	f. Library	___	___	___	___	___
(81)	g. Student health services	___	___	___	___	___

17. DO YOU FEEL YOU WOULD HAVE USED OR PARTICIPATED IN ANY OF THE FOLLOWING IF THEY HAD BEEN AVAILABLE?

		Yes, definitely	Probably	Not likely	No
(82)	a. Day care center	___	___	___	___
(83)	b. Lounge area	___	___	___	___
(84)	c. Adult Educ. student organization	___	___	___	___
(85)	d. Informal social activities	___	___	___	___
(86)	e. Adult education library	___	___	___	___
(87)	f. Other:(Specify)				
	_____	___	___	___	___

18. DO YOU FEEL THAT ANY OF THE FOLLOWING WOULD HAVE IMPROVED YOUR ACADEMIC PROGRAM?

		Yes	No	Undecided
(88)	a. More seminar type courses	___	___	___
(89)	b. More opportunity for independent study	___	___	___
(90)	c. Fewer required courses	___	___	___
(121)	d. Drop the following required course(s):			

_____

(122) e. Add new course(s): (Give suggested title or subject.)

_____

(123) f. Other suggestions:

_____

_____

(124) 19. HAVE YOU RECEIVED ANY SPECIAL AWARDS OR RECOGNITION SINCE YOU GRADUATED?

____a. No

____b. Yes, Please describe:_____

_____

(125) 20. ARE YOU AN OFFICER, COMMITTEE CHAIRPERSON, OR HIGHLY INVOLVED MEMBER OF ANY ORGANIZATION? IF SO, NAME AND GIVE POSITION.

Name of organization	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

21. DO YOU PRESENTLY FEEL A NEED FOR ADDITIONAL PROFESSIONAL DEVELOPMENT IN ANY OF THE FOLLOWING AREAS? (If so, Check.)

(126) ____a. Program planning
(127) ____b. Program evaluation
(128) ____c. Teaching techniques
(129) ____d. Motivating learners
(130) ____e. Counseling adults
(131) ____f. Use of visual aids
(132) ____g. Group dynamics
(133) ____h. Computer-assisted instruction
(134) ____i. Promotion of adult education programs
(135) ____j. Human relations
(136) ____k. Preparing proposals for funding
(137) ____l. Other:(Specify)_____

(138) 22. WOULD YOU BE INTERESTED IN PURSUING A DOCTORIAL DEGREE IN ADULT EDUCATION IF IT SHOULD BE OFFERED AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA?

____a. Yes
____b. Undecided
____c. No

AS I STATED IN THE COVER LETTER, ALL INFORMATION WILL BE KEPT CONFIDENTIAL UNLESS YOU GIVE US PERMISSION TO USE IT.

MAY WE HAVE YOUR PERMISSION TO INCLUDE INFORMATION CONCERNING YOUR PRESENT JOB, YOUR PAST OR CURRENT EDUCATIONAL ACTIVITIES, OR THE AWARDS AND RECOGNITIONS YOU HAVE RECEIVED IN DEPARTMENT PUBLICATIONS, SUCH AS OUR NEWSLETTERS?

____Yes
____No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

PLEASE RETURN IT PROMPTLY TO:
Department of Adult Education
University of the District of Columbia
2565 Georgia Avenue, N.W., Room 302
Washington, D. C. 20001

PLEASE NOTIFY US OF ANY CHANGE IN YOUR ADDRESS.

APPENDIX C

Follow-up Letters

UNIVERSITY OF THE DISTRICT OF COLUMBIA
GEORGIA/HARVARD STREET CAMPUS
2565 Georgia Avenue, N.W.
Washington, D.C. 20001
Adult Education Department
(202) 673-7142

Dear Graduate:

Did you forget something?

A couple of weeks ago I sent you a questionnaire. It is for a follow-up study of graduates from the Department of Adult Education of the University of the District of Columbia (and Federal City College). As of today I have not received it.

Please take a few moments now, complete it and return it to me. We do want to hear from as many graduates as possible. It is important that we have a high response.

If you recently mailed it, disregard this reminder.

Your cooperation will be greatly appreciated.

Sincerely yours,

Loren F. Goyen
Associate Professor,
Adult Education

UNIVERSITY OF THE DISTRICT OF COLUMBIA
GEORGIA/HARVARD STREET CAMPUS
2565 Georgia Avenue, N.W.
Washington, D.C. 20001
Adult Education Department
(202) 673-7142

Dear Graduate:

I do need your response!

Some time ago I sent you a questionnaire entitled "1980 Follow-up Survey of Graduates of the Department of Adult Education, University of the District of Columbia". It has not been returned. Perhaps it has been lost in the mail.

In case you have forgotten it or misplaced the first questionnaire, I am enclosing another one with this letter. A self-addressed return envelope is also enclosed, but you will need to place a postage stamp on this one. Please complete it and return it to me in the next few days.

The information requested is not extensive. It will not take long to complete it. A follow-up study of our graduates will not be complete without you.

Let me reassure you that the personal information you include in the questionnarie will be kept confidential and will never be identified with you personally.

If you have mailed the first questionnaire within the past few days, disregard this letter.

Your cooperation in this study is very important.

Sincerely yours,

Loren F. Goyen
Associate Professor,
Adult Education

UNIVERSITY OF THE DISTRICT OF COLUMBIA
GEORGIA/HARVARD STREET CAMPUS
2565 Georgia Avenue, N.W.
Washington, D.C. 20001
Adult Education Department
(202) 673-7142

Dear Graduate:

This is your last reminder!

Please, I do need your response for the 1980 Follow-up Survey of Graduates of the Department of Adult Education, University of the District of Columbia. Take a few moments now to complete it and mail it back. If you can't find the questionnaire call and we will send you another one.

If you recently mailed it, disregard this reminder.

Sincerely yours,

Loren F. Goyen
Associate Professor,
Adult Education